THE JOURNAL OF EDUCATION

Volume 130 MARCH, 1947 Number 3

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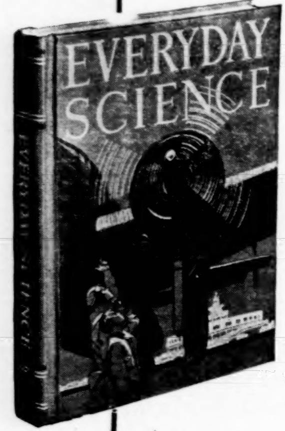

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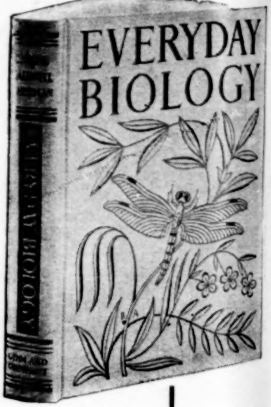

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as we go to press . . .

Or at any rate we hope so. We always hope the JOURNAL will start its journey through the press within a few hours of the time these prefatory musings are typed. Sometimes the sequence is delayed. There was a period during the war when reliable pressmen were hard-pressing the enemy and our magazine would be delayed, especially after a holiday, while some one sobered up. Dependable pressmen are back in civilian overalls now, and we have no troubles from that source.

Today, our main worry has to do with paper. It is not the first time, but possibly the worst. Going over a file of this magazine for '42 or '43, you might be struck with the variety of tints and thicknesses of paper, both inside the book and outside. Uncle Sam was buying up the output of the mills so fast there was little left for publications. After that experience, some of the magazines with circulations in the millions decided to make their own paper. This they proceeded to do by buying paper mills.

Now there are fewer independent mills than are needed to supply their customers in the printing and publishing trades. Yes, the JOURNAL has an arrangement with a paper company for regular deliveries. That company, despite shortages of raw materials is producing more paper than ever before. But again the government has come along with a huge order, and this has upset schedules of production so that the delivery we should have had in February will not arrive until near the end of March. Of course we have tried every paper house in Boston, to see if their salesmen, better called sales discouragers nowadays, can help us out. "Sorry but we haven't a sheet of book paper in the place." That is what they all say. Their latest suggestion is to borrow from some printer who has stocked up more than he needs. Try and do it. Still we are waiting at this moment to hear from a chap who gave us a ray of hope from that direction. The paper won't be quite what we want. But we will take 'most anything that will take ink, if we can bring the issue to you while March is still making up its mind what sort of month it will be. Yes, our paper problem is very much like March's weather problem. Outlook uncertain. Apologies pretty sure to be needed. Kindly accept ours. We thank you.

TEXTBOOKS IN REVIEW

Play and Swim Readers

Fun at the Playground and *Fun in Swimming* are supplementary readers for use in grades two and three respectively. Vocabulary has been meticulously controlled to be mainly within the range of previous reading experience. Thus with the playground or the swimming pool for scenery, children for companions, simple, easy-to-read sentences and a story to unravel, the youngster should be all set to read by himself and gain new skill and power. The swimming reader introduces a lame boy, and a cooperative enterprise of raising money for a diving board by means of a swimming exhibition. Also there are helpful hints on the techniques of swimming, though no pretense of a manual. All in all an attractive pair of help-yourself readerettes.

FUN AT THE PLAYGROUND, FUN IN SWIMMING, Fressell and Frakele. Macmillan Company, New York. $1.00, $1.20.

New Music Horizons

Arrival of Book Six in the popular *New Music Horizons Series* is an event worth noting. Unfortunately we cannot run through the pages for you at the piano or with a chorus of twelve-year-olds, but must confine our review to words, not even rhymed. "Fortunately," you interject, and we proceed cheerfully. For it is a cheerful book, this music reader.

We are impressed with the wide variety of sources from which the songs are drawn, including perhaps a score of nations, their folk songs and the songs their great composers created. We are impressed also with the many-sidedness of this musical program. Provision is made for advancing into three-part songs. There is related study of the dance, with suggestions for creative work. There are hints on listening and on making radio programs. The principal instruments of band and orchestra are introduced. Some mysteries of minor scales and harmonies are unlocked. By singing the songs of foreign peoples, American children learn to know their world neighbors and to vibrate in tune with them, we hope. Frequent notes and footnotes enhance the interest and enrich the learning experience. Attractive sketches blend pictorial art with that of song.

Music as interpreted today in *New Music Horizons* seems so much more closely interwoven with life itself than did the school singing of only a few years ago. "Oh Paradise" comes nearer to realization in the classroom during the music period than when we used to chant its doleful praise from an earlier collection by the same publishers—a grand collection for its day it was, even so.

NEW MUSIC HORIZONS, McCarthy, Morgan and others. Silver Burdett Company, New York. $1.56.

Child Development And the Curriculum

Vaguely, no doubt, the school curriculum has always been related to the supposed state of development of the child. But the emphasis was upon his mental state, apart from his emotional, motor, physical or other condition. Only the best teachers, by their natural sensitivity and sympathy, took into account the child as a complex being, an individual whose growth along various lines is uneven.

The volume under consideration, *Child Development and the Curriculum,* is an eclectic study of the available material on this subject, rather than a piece of original research. But it represents an approach differing from the traditional — an approach guided by respect for the child and a desire to fit the curriculum around him as he really is. Following the introductory chapters, the stages of growth from infancy to adulthood are successively analyzed in sufficient detail to assist the curriculum maker. The discussion of grouping is unusually suggestive. It points to the lopsidedness of so called homogeneous grouping, which takes account of mental factors only. Flexible groupings such as occur in the committees formed to carry out a project or activity, are favored by the authors. They seem often to encounter a boundary sign indicating unexplored territory and they deserve the more confidence for admitting the need for further research instead of bluffing the answers.

CHILD DEVELOPMENT AND THE CURRICULUM, Jersild and others. Teachers College Bureau of Publications, New York. $2.75.

Living Arithmetic

Instruction in arithmetic has often failed for other reasons than the stupidity of certain children. Sometimes the teacher herself has been badly taught. Sometimes there is too much grouping of similar exercises and too little mixing, so that the pupil does not learn which pattern to apply. Sometimes the problem material is unrelated to any probable experience of the pupil. Sometimes there is too little testing and reviewing. Most common of all, perhaps, is the failure to cultivate a numerical state of mind—neglect of practice in arithmetical thinking.

Living Arithmetic, now appearing in four colorful, freshly revised volumes for grades three to six, impresses us as well planned to obviate these shortcomings. A wide variety of devices are employed for helping the pupil to understand what he is about and for keeping him alerted. He is given examples that can't be solved because of some missing fact; problems that are palpably absurd; bad habits to avoid in fundamental processes. He is taught to estimate the size of the answer he should get.

Needless to say, the customary departments of arithmetic are all included. The approach and handling are what give this series its distinctive quality.

LIVING ARITHMETIC (3, 4, 5, AND 6). Buswell, Brownell and John. Ginn and Company, Boston.

The Rediscovery of Morals

Such a title as *The Rediscovery of Morals* at once intrigues you with the question whether the author is announcing a piece of news or a goal of hope. In this case the announcement is of the latter sort—Mr. Link wants the code of morals, as exemplified by the Ten Commandments and the Golden Rule, to be dusted off and brought forward as the means of solving the many problems that perplex mankind

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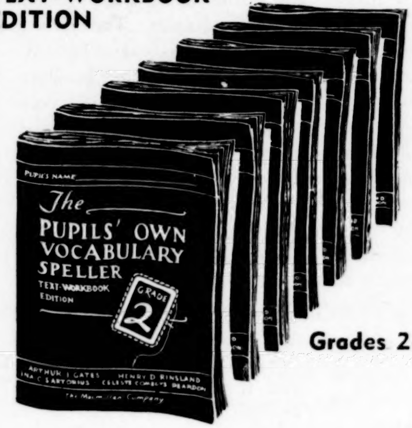
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Because the basic principles of honesty, justice and respect for human dignity have been doubted, belittled and commonly neglected, the author sees many legislative remedies offered which may only aggravate the malady. Thus in the field of interracial relations, laws forbidding discrimination seem to emphasize the differences, while the simple rule of treating everyone as a human individual would help to break down barriers. He regards class conflicts—labor and capital, poor and rich—as needing to be replaced by concepts of good and bad workers, employers, individuals at whatever level and in whatever position. He would have the teaching of civics and American history stress the idealism behind events more than the incidentals so easily magnified by recent historians—some of whom, for example, make out the Civil War to have been merely a struggle between rival business interests of New England and the South, not the settling of a moral issue, that of slavery. The reader will not agree with every application of the author's theory to the problems of our day. Yet few will come away from the book without a conviction that our society should have an ethical revival, in which the schools, the churches and other agencies of enlightenment should take an earnest part.

THE REDISCOVERY OF MORALS, Henry C. Link. E. P. Dutton and Co., New York. $2.50.

Psychology of Adolescence

Parents, teachers and students alike will find many a key to the problems of teen agers in this freshly revised edition of *Psychology of Adolescence*. The author makes clear that antisocial and criminal tendencies exist in varying degrees in all of us and when they start getting out of control in any of us the causative conditions must be sought and, if possible, removed or remedied. The book does not, however, treat mainly of the maladjusted or delinquent, but goes into normal traits which can be seen in virtually all persons making the transition from childhood to adult years. All that contributes to the growth of personality is grist for this scholarly but easy-to-follow book. Recent revision has permitted the admission of late findings by researchers in this field. These findings make more evident than before the responsibilities of the schools. A powerful factor in many cases of delinquency has been the clash between the adolescent and his school—by no means proving that the school is always at fault but suggesting the need for greater care in understanding youthful interests, motives and situations. The unbending school system, principal or teacher may have much to answer for at the final bar of justice.

PSYCHOLOGY OF ADOLESCENCE, Harrison. Prentice - Hall, Inc., New York. $4.65.

Living in Ancient Times

Bringing the past to life for modern children is no easy task. Yet it seems to have been accomplished rather successfully in this new text, *Living in Ancient Times*. While the ground covered is identical with that of other books in this domain—Egypt, Mesopotania, Greece and Rome with incidental references to neighboring states or peoples—unusual consideration is given to the way boys and girls were educated and how they earned their living when they grew up. Other recurring topics include transportation, transmission of news, recreation, religion, beauty, and government. Contributions that have become permanent parts of our inherited civilization are spotted every few pages. Many facts are woven into story form, so that the young reader may hear interesting details from the lips of imaginary friends who dwelt or might have dwelt beside the trail from long ago. The first unit, incidentally, deals with how we live today. Thus the child is given the necessary starting points for his journeys of inquiry and comparison.

LIVING IN ANCIENT TIMES, Speer, Lussenhop, Smither. Hinds, Hayden and Eldredge, New York.

Latin America, Past and Present

Search for the right ratio between historical and current subject matter in texts concerning the Americas continues, marked by various experiments. Thus in the newly published *Latin America, Past and Present*, the past draws but one-fourth, the present three-fourths of the pages.

The treatment can be called both topical and typical. One looks in vain for separate chapters on Peru, Mexico, Argentina and the other republics. Instead, one finds agriculture, trade, art, climate, education and other matters presented one after another. A situation that is typical is first described, usually by some imaginary character; then important deviations from the typical are noted.

The text is planned for grade seven, eight or nine,—well planned, if this can be judged from the linguistic level and the pertinent pictures. Furtherance of friendly sympathy and understanding is naturally the thought behind this text, or this reader, as you prefer. Happily, that thought has not been allowed to slop over.

LATIN AMERICA, PAST AND PRESENT, Fitzgibbons and Wooton. D. C. Heath and Company, Boston. $2.20.

Building Our Country

The authors of *Building Our Country* had in mind the needs of the slow readers in high school and the foreign-born adult who is learning to be an American. The twenty-odd chapters begin with the Indians, continue with the Pilgrims, the pioneers and so on—all the major developments in our history, each treated in broad terms and reasonably simple language. A selected handful of eminent Americans are brought into the panorama of progress, but no extensive roster of heroes is attempted — even the Lewis and Clark expedition being described without mention of its leaders by name. In short, no effort has been made to clog the memory, but the accent has been put on information in the large, on practice in reading for comprehension, and on a vocabulary useful to the understanding of newspapers and current comment. The test of such a book is not in scintillations of style but in suitability to purpose. This text should prove serviceable in an area somewhat short of specially prepared material.

BUILDING OUR COUNTRY, Mason and O'Brien. D. C. Heath and Company, Boston. $1.28.

Editorials

Teachers—Trained or Educated

It has been both a weakness and a strength of Massachusetts schools that each local board could exercise a free hand in the selecting of teachers. It meant, on the one hand, that any committee could choose a poorly qualified candidate for whom some friend of a committeeman wanted a job—and a great many mediocre teachers have slipped into our schools that way. On the other hand, it has meant that Massachusetts schools could also obtain the services of many brilliant, well educated men and women who were barred from other states by laws and regulations requiring so many hours of educational methods, history, psychology, philosophy and the like and so much practice teaching. Such work in education is very irksome to some individuals who might, with a little special study and experience become superior teachers.

There is, alas, a vast difference between a trained teacher and an educated one. The danger inherent in state laws establishing standards for teacher certification is that training in the patterns of teaching and the backgrounds and theories of education will be made the real criterion, because so easily measured in credits, and that real scholarship, some breadth and depth of learning, some mastery of the arts and sciences, some knowledge beyond the textbook and in related fields, and some contagious wisdom about life itself will be overlooked.

A bill sponsored by the Massachusetts Teachers' Federation provides for demanding that all teachers to be hired from now on shall have had at least four years of instruction in a teachers' college or other college and that at least sixteen semester hours be taken in the field of education. Spending the equivalent of one full semester, or one eighth of one's college course, on direct preparation for educational work, will not seem excessive to most observers. But the greatest importance attaches to the other three and a half years, that they result in a well developed mind and character. Unless a means of defining this part of the standard can also be found, the proposed new statute will not insure the public those better teachers they hope to procure for their increased investment.

School Spirit

Religious experts tell us that man is not a body having a soul, but a soul having a body. A school may be defined similarly—not as a building occupied by students and teachers but as students and teachers usually, though not always, housed in a building.

To see the soul or spirit of the school in pure essence, one must have watched the past nine years of education in China. Instead of waiting for the Japanese enemy to destroy their institutions in Peiping and a score of eastern cities, the personnel of colleges and secondary schools treked hundreds of miles inland, sometimes staying only until obliged to move on again. Now these schools, with their present generations of students, are painfully returning to their former sites and campuses — halting along the way at points where a rehabilitation committee has provided camps. We are reminded of all this by a news release from the Y. W. C. A., which assists in many ways this process of reestablishment.

Greece is another nation where the restoration of schools has been undertaken with special zeal since the enemy's departure.

Such manifestations of school spirit enable us to sense what really counts, here in our own centers of learning.

Teaching Becomes News

As we see it from here, circumstances are working in a number of different ways to bring about a general rise in salary schedules for school personnel. The strikes that have occurred at various points have brought less criticism than might have been expected, and, whether the publicity was good or bad, it was publicity.

The lack of publicity has been the main reason teachers were allowed to go underpaid these many years.

If teachers were not so short of money, schools would not be so short of teachers. It is this latter shortage that begins to alarm the public. The plainest citizens can understand that something needs to be done to attract more persons into teaching, and the obvious lure is money.

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So in one way and another the need of more liberal financing for the people's schools gets more attention —not only inside the profession where talk accomplishes nothing but outside—in the daily press, in magazines of general circulation, on radio programs. The raw deal given to teachers has come to be recognized and admitted.

Fortune Magazine recently featured the case history of a teacher in Slocum School of Waterbury, Connecticut — material that the editor might have turned down a year ago as having no interest for his readers. Today, there's something in the air, something that makes school teaching news.

Public opinion is commencing to form. Teachers should beware of doing anything to make it turn unfavorable.

There will be plenty of bickering over the financing methods to be used—whether local, state or federal government should foot the bills. But good starts are being made and progress for a time seems certain.

Pupil Poll on Politicians

What do high school students think of politicians? At a time when thoughtful teachers are cautioning pupils not to generalize about whole groups of people, a certain periodical circulating through thousands of high school classrooms again puts out a questionnaire which repeats the selfsame inquiry it voiced two years ago: Do you believe the ability, integrity and character of politicians is as good as or better than that of persons in other occupations?

This time 57 per cent say "Yes." The time before the "Yes" was voted by 61 per cent. "More students gaze on politicians with cynical eyes; less believe them to be better or equal to men and women in other fields," is the periodical's sage conclusion.

The figures might merely show that the young people are more doubtful of the Republicans who are strange to them than of the Democrats whom they have been accustomed to see in the saddle all these years.

Or they may show that more of the students have been effected by the sour connotation of the word "politician." We have politicians who make a full time business or profession of politics, and we have citizens who make it only a side line, serving when they are drafted. Politics is at once a temptation and a challenge. Lincoln was a politician before he won recognition as a statesman. Woodrow Wilson and Herbert Hoover were statesmen who had slighted their training in politics and were thereby limited in what they could do as statesmen.

Fourteen percent of the students say they want to get into politics, and many of these express a hope of cleaning up politics. Those who want to "clean up" (period), refrained from stating this intention. Our high schools have both kinds.

It is more important to elevate students' ideals and make them aware of their civic obligations than to discover their estimates of a class of Americans vaguely called politicians in a tone of voice by no means flattering.

Detour for Coeds

Girls are so unreasonable. Why, for instance, should so many more of them want to attend college right now, when college facilities are strained to accommodate ex-service men, than at any previous time in history? Or could there be a reason in this very fact?

Whatever the cause, whether unreasonable or otherwise, the higher institutions, both the coeducational ones and those for women only, are having to close their doors to thousands of fully qualified young women. Their plight, by the way, is similar to that of countless young men, not GI's, who happen to be completing their high school courses at this unfortunate moment.

Returning to the girls, if we please, we find their swelling demand for college education a good deal like the increasing demand for highways by the motor cars. In the early days of Mt. Holyoke, Oberlin and the handful of women-admitting colleges, girls traveled rough and dusty roads. But there was not much traffic. As the colleges increased in number and the prejudices wore down, the smoother roads became more crowded than the older, rougher ones were. Today the colleges are as congested as the downtown streets of our big cities. Only the luckiest girls nowadays can find places to park their educational roadsters. Too many masculine trucks are in the way.

Seriously, this phase of war's aftermath is another of those things that make wars, even such old-fashioned wars as the one last fought, quite upsetting.

Who says wars settle nothing? They settle the destinies of millions who would prefer to plan their lives themselves.

Argument Can Be Educational

Argument is a great American sport. It began with the New England town meetings and the farmers clustered around the stove at the general store. It has continued in legislative halls, debating societies and open forums. The radio has added immensely to the popularity of the oral sparring match.

Potentially the value of an open interchange of opinion is not so much in sharpening the differences as in disclosing the agreements. Only by discovering and extending this common ground can we advance toward satisfactory solution of our critical problems.

Hence the need for more care in arranging forum topics to make them emphasize the how of improving a given situation, the how of reaching an agreement—less emphasis on attacking and defending a stated proposition.

The foregoing reflections arose from a pamphlet we have just been reading. The title is, "The Story of a Discussion Program," and it is published at a dollar by the Adult Education Council of 254 Fourth Avenue, New York 10, N. Y. It tells about meetings of neighborhood groups, usually of fewer than fifty persons. A main purpose was to bring about a closer understanding between veterans and other citizens. The audience did not sit back and listen to speakers from the outside. Instead a leader drew forth the views of individuals in the group, clarified the issues, steered the thought of the meeting toward agreement, sometimes even to unified action of some constructive sort.

The pampllet contains many excellent hints on administering a discussion program. The work it described impresses us as veritably educational.

How Is Your Group Morale?

A nationwide search is in progress for contented teachers. It isn't that exactly. If it were, a great many individuals could be found to qualify. The search is for entire school systems, whole groups of teachers, where morale is high, where teachers stay on the job, feel themselves appreciated and well paid. Places of that sort are not too plentiful. Secretary Francis Chase of the Rural Editorial Service, University of Chicago, who has undertaken the hunt, wrote first to all the state commissioners of education and to other officers familiar with local situations. Many replies indicated that the search was hopeless. Statements came from Ohio, Kentucky, Mississippi, Texas and Virginia, for example, asserting there is no such place or district known to the person questioned.

The educative power of a group of teachers, working together under intelligent leadership toward a common goal and undistracted by wage worries, is beyond measurement. Such a state of affairs should become the rule rather than the exception.

A "SLIGHT" ERROR, YOU SAY?

LOUIS FOLEY
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"IT WAS late twilight, the time of day the French call *la crépuscule*, one of the loveliest words in the world." (1) Thus is described, in *Our Hearts were Young and Gay*, the moment of departure of the two young ladies for their ride up the Champs Élysées to the Arc de Triomphe.

The narratress was not a newcomer; she had "spent the previous year in France." (2) Her familiarity with French life is demonstrated throughout the book, along with the suggestion of "atmosphere," by the insertion from time to time of expressions such as one picks up only by living there. Once in a while there is also an example of the device for humor which seemed so entertaining to many readers about a generation ago, the word-for-word translation of some idiomatic French expression into pseudo-English, which of course is not real translation at all.

Now it is conceivable that the writer was not primarily at fault. Anything can happen in typesetting, and proofreading can never be trusted completely—even if we do it ourselves! It is so easy to read what was intended instead of what actually appears on the printed page. Nevertheless someone must be responsible for the glaring error in the quotation with which we began. It must have passed unnoticed in more than one inspection. We may even suspect that a good many people would not consider it very important even if it were pointed out to them.

In the absence of evidence to the contrary, seemingly we have a right to hold the author responsible. We need draw no inference as to how characteristic it may be of her manner of handling French. In any case she would doubtless be doing no worse than do great numbers of Americans who think they know foreign languages very well, and probably she would do much better than most. The fact that the thing could happen at all, however, is significant. It illustrates certain profound defects in the traditional manner of learning languages in this country.

The writer has described an expression as "one of the loveliest words in the world." One must suppose therefore that it had attracted her attention, that she had at least read—if not heard—that word a fair number of times, and probably thought of it in between. Yet apparently the fact of its *gen-*

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[1] *Our Hearts Were Young and Gay*, by Cornelia Otis Skinner and Emily Kimbrough; Dodd, Mead & Co., New York (1942), p. 777.

[2] *ibid.*, p. 8.

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der had never made an impression upon her. So she had never really learned the word, and was not prepared to use it correctly in any circumstances.

Now there are words which, for one reason or another, may seem rather naturally somewhat difficult for foreigners to handle with instinctive correctness as to gender. Certainly in French there are not many such. The comparatively "literary" words which one acquires through reading on abstract subjects, or through lectures or cultivated conversation, rarely present any problem in this respect, for their gender is usually unmistakably indicated by their form. On the other hand, most of the words which, considered by themselves, might seem doubtful as to their gender, are ones which we learn in a phrase or a sentence where that point is quite clear. Thus the name of *Alger* in North Africa might look masculine on the face of it, but anyone familiar with the city or with descriptions of it will early have learned the epithet "Alger *la blanche*" which leaves no doubt of its feminine classification.

Surely *le crépuscule* should present no difficulty. Perhaps most often one finds it in the phrase *au crépuscule,* which anyone who really knows the word would use as a matter of course, like the English expression "in the gloaming." Since it represents a time of day that has poetic appeal, it has long been familiar in a figurative sense, as in "le crépuscule de la vie." And anyone who has much attended opera in Paris should know the French name of Wagner's celebrated musical drama, *Le crépuscule des dieux,* not to mention the word's occurrence in other musical titles.

If, as has been so frequently claimed, a college-preparatory training in Latin really helps a student later in learning the "Romance" languages, then here is just the kind of situation where a Latin background might be of service. For it requires no vast knowledge of Latin to know *crepusculum,* and no great integration between different departments of knowledge to be aware that Latin neuters regularly become masculine in French.

It seems to be part of the attitude of English-speaking people to treat the gender of a foreign word as a "mere detail." What they do not realize is that it is not just something of minor consequence, tacked on to the word from the outside, but an integral, inseparable part of the word itself, belonging to its very essence. You simply are not *thinking*—or at least not feeling—the word, as a native speaker of the language thinks it, unless that word's gender automatically goes along with it in your mind. To give it the wrong gender is to commit an error such as even the least educated people would be safe from commiting in their native tongue, because it is a matter of speech-habits which operate mechanically without conscious thought. So to a person who possesses the language in the natural way, mistakes of this sort seem blundering indeed. Often in fact the result is an apparent meaning different from what was intended, and the meaning of a whole sentence may be made less clear by the lack of proper grammatical agreement. Even if the expression remains understandable, as perhaps it most often does, the hearer is annoyed by an awkwardness for which he sees no excuse. He is likely to be somewhat puzzled by a kind of mistake which he could hardly imagine himself as making, and which for him is not a confusion that requires any effort to "avoid."

The fact that an error in gender can occur *at all*—to say nothing of the perpetration of such errors frequently and without shame—in speaking a language which one is supposed to "know," is a natural result of certain fundamental faults in our traditional methods of teaching languages. Some of the more intelligent, more sensitive, or more devoted students have triumphed in the end over these initial obstacles placed in their path. For untold numbers, however, the wrong sort of beginning has made it impossible ever to handle a foreign tongue correctly and agreeably.

We talk about "words" as if they were independent units, whereas in living speech they can hardly be said to have any separate existence. They are always inseparable parts of whole sentences, even though the sentence be sometimes partly implied instead of being fully expressed. As soon as a word is *used,* its gender comes immediately into play as a matter of course; it is a functional part of the "word." When one learns a language in a natural way, becoming acquainted always with complete expressions in which words form unified groups, there are always associations which fix in mind the gender of whatever noun occurs in the group. And this is aside from the fact that in most languages the gender of a noun is commonly marked by a characteristic form or ending. The comparatively few exceptions are generally easy to explain, and they occur usually in the commonest of words which people learn early and never have to think of afterwards.

So far as concerns anyone expecting ever to *speak* a language, irreparable damage is done by the "rapid reading" method, or "reading for content." In actual practice it means that the student gallops over page after page with no attention to details. In the Romance languages there are plenty of cognate words easy to guess—though not always to guess correctly. These words catch the attention at once, and the rest is inferred from them. The meaning of some sentences, no doubt, will be fairly well understood, but the point of many will be missed through the neglect of some "mere detail" which makes all the difference. The slipshod habits thus inculcated are seldom overcome afterward; most people thus "trained" will be permanently unreliable readers, and for speaking the language they will be worse off than if they had had no instruction at all.

THE VETERAN ON THE COLLEGE CAMPUS

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AT American International College, which is coeducational, we have more than six hundred veterans in an enrollment of approximately eleven hundred full-time regular students, and the percentage in our evening division is even higher.

The impact of such numbers of veterans upon the educational institutions of the nation, and the results to the veterans themselves, are matters of extreme importance not only to educators but to American society as a whole.

The veteran on the college campus may be returning to complete a college education begun before the war; or he may be a man who had planned for college but enterred military service immediately after graduation from high school, and who has therefore been delayed from one to five years educationally; or he may never have expected to go to college until enabled to do so by the "GI Bill" —and if so, he may be in his late twenties or thirties. Many men who are in one of these situations are also married. But all have the same objective, to help prepare themselves, as effectively and speedily as possible, specifically or generally, for future living and to fill in the hiatus of the war years.

In the minds of most men was some doubt as to their ability to pick up again the habits and knack of study. This lack of confidence was, naturally, particularly noticeable among those who had been away for two or more years, and among the older men who distrusted their power to compete with students of normal college age. The married veterans often had special problems, in that they foresaw a potentially disastrous conflict between their responsibilities as heads of families and as students.

These were real obstacles. A veteran whose last formal studies were in high school some five years before did not find it easy to swing into the routine of regular concentration required for college work. The veteran who was a college freshman in 1942 naturally found his memory hazy as to fundamentals when he returned as a sophomore in 1946. For the veteran who was married, perhaps with a child or two in the home, there were distractions which made it difficult to settle down to the academic routine of classes and study.

Unfortunately it seems that such doubts and fears as to adjustment to college life have been blown up to undue proportions by the activities of many well-meaning persons who have written and spoken about the problems of the returned veteran. The tendency was to place the veteran in a stereotype and to assume that because he was a veteran he was necessarily bound to be a "problem." Such attitudes often resulted in producing the exact situation which authors and speakers were sincerely attempting to prevent: one way to create a "veteran problem" is to assume that the veteran is, *ipso facto*, seriously maladjusted. Almost anyone can be convinced that he is a problem if he hears it stated often enough.

It is obvious that there are, among veterans, many unfortunate persons who need special care and treatment to help them become good citizens. There are also many such among men and women who are not veterans. A great number of maladjusted civilians were rejected by the armed services, whose medical staffs performed a tremendous job of screening out those whose reactions indicated instability which might have caused them to "crack up" under the stresses of military life. It is probable that there is at least an equal proportion of poorly-adjusted individuals in civilian life as among returned veterans.

We should remember, also, that these young men adjusted successfully from civilian life to a life of war—and that would seem to have been a far greater shock than readjustment to civilian life. If they were capable of that first adjustment—and they have proven that they were—it does not follow that they are going to become a problem in returning to a civilian career.

We maintain a guidance and counselling service at A. I. C., as a function of the department of psychology, and any veteran who feels the need of advice regarding personal problems receives expert and sympathetic assistance — as

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have all A. I. C. students since the guidance department was instituted ten years ago—but we have purposely avoided taking the attitude that veterans are a class apart, or of isolating them in any way because they are veterans. It is our conviction—and this has been borne out by results—that most veterans in college are very willing to be considered as part of the general college body rather than as a group set apart by military experiences. Maturity, experience, often an added vision, do distinguish many veterans from the average college student of pre-war years, but usually the difference is subjective, and most veterans do not attempt to make it obvious.

In most cases the obstacles to the veteran's college education mentioned above, are not at all insurmountable. There are certain factors in his favor which he does not always recognize immediately. He usually possesses a wealth of determination to do the job and do it well, which is more than half the battle. His thinking is usually mature, which offsets remoteness of educational background. Most instructors are sympathetic with his efforts and aims. This helps produce in the veteran a certain consciousness of academic security during the early weeks of college before he has had the opportunity to prove himself. And in almost every instance the married veteran enjoys amazing cooperation from his wife, who cheerfully shares with her husband the sacrifice of the social occasions in which a young married couple would normally engage, so that the GI may stay at home and grind at the books.

Studies made of academic records indicate that by the end of his first semester the average veteran has more than held his own in competition with college students of ordinary college age. The fear of colleges developing into "educational hobo jungles" has no substantial foundation.

The presence of veterans in classes has been welcomed by college faculties. Instructors say that never before have they been questioned so much, and so keenly, as by the veterans. And, as one faculty member said, in mock despair, "There is almost always someone in every class who knows more about some particular point than I—it's tremendously stimulating." Maturity and motivation have more than offset lack of continuity of education.

The veteran on the college campus is a success. Mature and ambitious, he is overcoming the obstacles which war placed in his path. He will be a valuable contribution to our society; there should be, this time, no "lost generation," but a generation wiser and more competent than our own.

PROGRESS ON THE FOREIGN LANGUAGE FRONT

(Part I of a two-part article)

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THE YEAR 1946 will go down in educational history as the year of the student avalanche. College teachers and administrators have never seen its like. Where to get teachers? and especially, where to get textbooks? How is that busy bee, the head of Freshman English, to get to know his sectionmen—and women, much less keep an alert eye on the progress of their sections — (94 sections in Freshman English at last accounts in my own institution)?

In the modern foreign languages, a similar situation prevails, at least in the "commonly taught" languages—French, German, and Spanish. The useful annual survey conducted by F. S. Crofts and Company shows that in the 816 colleges and universities covered by their inquiry a total of 396,262 students were registered, an increase of 72 per cent over the 1945 total for the three languages, which represented in turn an increase of 18 per cent over the 1944 figures. Of the 396,262 students now studying one of the three common languages, Spanish leads with 169,246 registrants or 42.7 per cent of the total: French is second, with 121,238, or 30.6 per cent; and German is third, with 105,752, or 26.7 per cent of the total. In percentage of gains over 1945, however, German is far in the lead, with a gain of 108 per cent over 1945. French has gained 68.4 per cent; Spanish 56.8 per cent.

These figures might well give those of us who are in the modern foreign language "game" cause for satisfaction, were it not for a number of factors.

Among these is the fact that the Crofts figures are not broken down into lower-level and upper-level enrollments. We shall have to wait to see whether the tidal wave of enrollments persists, whether it moderates as it reaches the second-group course level, or finally whether it suddenly recedes when it attains that point and leaves us with no concrete gains except the sense of having contributed to the problem of caring for the needs of several hundred thousand students, many of whom may have sampled our vineyard and not found our grapes appetizing, not to mention intoxicating.

We have reminded ourselves for many years that providing introductory and intermediate language instruction is more properly a secondary-school rather than a college or university function. When we look into high-school enrollments, if those in the New York City junior and senior high schools are a fair sample, the figures are disappointing. In October, 1946 those schools had 149,065 students enrolled in foreign language classes, as compared with 148,074 in October, 1945. French showed an increase of 1/6 of one per cent (50,470 as compared with 50,387); Spanish of one per cent (62,159 as compared with 61,483); German of 1¾ per cent (8,311 as compared with 8,175)—not an encouraging picture, even if it is only moderately characteristic of conditions in other secondary schools. We shall have to wait another year or two to decide whether the modern foreign languages are to be fortunate or unfortunate in respect to permanent gains; but we must not fail to consider high school as well as college and university enrollments in any summation of enrollments.

Of equal concern is the fate of some of the less common languages—languages such as Italian and Portuguese that did not "make" the educational social register by even a "mention" in the "Harvard Report," as well as Russian, which did. Are our war-time hopes that our countrymen had at last discovered the importance of these "less-common" languages to be defrauded? I wish we could be as confident about that aspect of things as we were a year or two ago. The most encouraging note here is the undoubted popular interest in languages; whether it will extend, with permanent effects, to the less common languages, is still a question. Our radio singers remind us constantly that "there's an awful lot of coffee in Brazil"; let's not allow our countrymen to forget that there's an awful lot of people who speak Portuguese there, too.

Our critics are still active, as readers of the *Reader's Digest* indigestible linguistic fare are well aware. Why bother with foreign languages at all, when there are so many more "captivating" things—(if I may borrow that priceless adjective from *What the High Schools Ought to Teach*)—for students to study? Some students apparently have never learned to "ask for their vittles" in a foreign language, a recent critic in the *Christian Science Monitor* reminds us, with some justice, though I doubt whether that criticism is as valid for the present-day product as it may have been for the critic's own school-generation.

More serious is the rekindling in the hearts of some educationists of their old desire to do away with the study of foreign languages entirely. Perhaps it would be fairer to say "of the lunatic fringe" among educationalists—the same endearing people who maintain that "Shakespeare has nothing to contribute to the education of American school-children" and that the development of the computing machine has eliminated the need for any mastery of mathematics beyond a few simple processes.

Without doubt we — or some among us—must plead guilty to the charge that as a profession we have not done as good a job as we ought. But even if the worst criticisms of foreign language teaching and foreign language teachers were accepted as true—is that a reason for eliminating or emasculating * the study of foreign languages in our schools? Suppose the same solution were proposed for ineffective teaching in all subjects. Suppose that every subject which has ever been poorly or stodgily or incompetently taught were to be condemned to the same guillotine. What would happen to most subjects? What would happen to Education itself?

If foreign languages have been stodgily and incompetently taught in some cases, if teachers have been inadequately trained, poorly equipped, time-serving, dull, uninspired, or ineffective—is that an argument for reducing the study of foreign languages? Is it not rather an incentive for trying to improve the training of foreign language teachers, seeking better methods, eliminating hopeless misfits, helping sincere and professionally-minded teachers to improve themselves? The answer for fair-minded critics, is obvious.

The problem of securing better language teachers is one that challenges the best efforts of professional teacher-trainers and professional language teachers alike. Working in cooperation we can meet the challenge. It is my conviction that unless we do meet it, our country is bound to suffer.

We are constantly being reminded that we live in a "contracting world," that this is the "air age," that problems and solutions are and must be "global." These phrases ought to be reminders of the importance of foreign languages as primary tools for national and individual progress. If we love our country we don't want her to be left behind in a "contracting world"; and if we face reality, we must as a nation see the importance of maintaining, extending, and improving the quality of foreign language teaching.

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* I refer to the substitution of "General Language," as proposed in *What the High Schools Ought to Teach*, and similar efforts to teach "language" without teaching languages. This, by the way, was one of Hitler's ideas (see his remarks on the teaching of French in *Mein Kampf*.)

STABLE PURCHASING POWER ONE ANSWER

JAMES W. McGREW

THINGS are stirring in the teaching profession; of that there can be no doubt. Teachers are rising to make strong demands for a better economic deal and almost every day brings a new story of this or that teachers' association or union insisting that their teachers need 500, 600 or a 1,000 dollars a year more to bring them to the level of wages paid to ordinary skilled labor. It has become increasingly evident that teachers are no longer content to be classed below street-cleaners and dog-catchers on municipal pay-rolls.

A press that is generally hostile to the wage demands of labor has welcomed and acclaimed the demands of teachers. Hardly a month goes by that does not see an article advocating better pay for teachers in one or more national magazines. The figure most generally cited in these articles and by teachers themselves as a respectable starting salary is $2400 per year.

Now it is easy enough for a teacher to agree with this figure and it is also very easy for that teacher to bitterly condemn any member of a particular board of education who feels that it is excessive. Looking at it from the other side, however, and assuming that our hypothetical board member is just an average man who is more interested in improving his school system than in browbeating teachers, it is not too hard to see that there might be some thoughts like this running around in his mind: "All very well to speak of a $2400 minimum, but what happens in a future depression? Will a powerful teachers organization fight to retain such a scale in the face of tumbling property values and reduced tax returns?"

It is all very well for teachers to point to the fact that they did take tremendous cuts without murmer during the thirties, but if they are to win the salary scales they desire the first step must be to build a powerful and united organization and, once organized, there is no reason to believe that teachers would act any differently than any other group—they would fight tooth and nail to hold what they had won rather than face another and harder fight to regain it in the indefinite future.

All of this is leading up to a point that is most important — teachers, and the writer is a teacher, do not want more *money*. What they do want is more *purchasing power*. As of this writing the Department of Labor price index stands at 1.43 as compared with 1.00 in the early part of 1940. This means that the twenty-four hundred 1946 dollars that teachers are asking for will buy the same as $1680 would have bought in 1940. An income of $1680 a year in 1940 would place a person, according to figures cited by Chester Bowles in his book "Tomorrow Without Fear," just slightly above the line that divided the upper third of the population from the second third. It would certainly seem to be a fair salary for a beginning teacher.

Now if the price level continues to go up, as it seems certain to do, teachers may well find that the $2400 figure is no longer a living wage for beginning teachers and they may have to raise their demands to $2500 or $2600. On the other hand, suppose that the price index should suddenly decline to the 1940 level again. Then a teacher hired at $2400 would be getting the equivalent of 3432 1946 dollars and this, it must be admitted, is much more remuneration than the novice in any profession has a right to expect.

The answer to this problem, as the writer sees it, is to ignore the money angle and concentrate on purchasing power. If $2400 is a decent salary for a beginning teacher today, then a purchasing power equivalent to 2400 1946 dollars will be a fair salary for beginning teachers five years from now regardless of whether the teacher's pay envelope contains more or less than 2400 silver certificates per year.

The practical way to put this into effect is to adopt a definite salary schedule on which all teachers in a system must be kept at all times and into which has been written the index number of current prices as determined by the Department of Labor or some other reliable source agreed upon by the Board of Education and the local teachers' association.

Let us see how this would work in a specific instance.

The Board of Education of Shadyville has entered into an agreement with the Shadyville Teachers' Association establishing a salary schedule which begins at $2400 and calls for an annual increment of $100. The amount of each contractual wage to be determined on the basis of the Department of Labor's average price index for the preceding year. Miss Mary Brown then signs a contract with this Board for $2400 in the year 1946 when the price index stands at 1.43. Miss Brown can, then and there, lay plans long in advance for she will know that her purchasing power will increase by exactly 100 1946 dollars each and every year until she reaches the maximum. She can lay these plans wisely for she knows what the 1946 dollar will buy although she hasn't the faintest notion of what the 1952 dollar will or will not buy.

When 1952 comes Miss Brown's salary will be \$3000 (\$2400 plus six annual increments) only if the price index is again at 1.43. If it should have declined to 1.15 her 1952 salary will be determined by the following equation:

$$\frac{1.43}{1.15} = \frac{\$3000}{X} \qquad X = \text{about } \$2413$$

If the price level should have increased to 1.60, the following equation would be applied.

$$\frac{1.43}{1.60} = \frac{\$3000}{X} \qquad X = \text{about } \$3357$$

No doubt this looks insane at first glance but it is not. Whether Miss Brown earns \$2413 or \$3357 is immaterial. The important thing is that she has a purchasing power equal to 3000 1946 dollars which is what she expected to be receiving when she signed her first contract.

There are, of course, many problems that would arise before such a scheme be put into practical operation. It would be interesting, for example, to have the opinion of a qualified person on what the effect would be on the pension plans that have been adopted by several states. The biggest problem, though, would be in convincing first the teachers and then the Boards of Education that concentrating on purchasing power rather than dollars and cents is really an intelligent and practical thing to do.

That it can be done is proven by the fact that at least one company has successfully issued stocks and bonds containing an index number which eliminated any possibility of a "killing" because of a general deflation, but at the same time insured the buyer against severe losses due to inflation.

The writer wishes to emphasis that he does not regard this stable purchasing power plan as a panacea for all the economic ills of the teaching profession, but he does feel that it could add a great measure of stability and security to the teaching profession. If such a plan could be extended to cover all persons who must live on a more or less fixed income then a great step would have been taken towards softening the shocks of the "boom and bust" cycle—the cycle which remains the Archille's heel of our economy.

PREPARATION OF THE ENGLISH TEACHER

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AN INTELLIGENT high school girl with a flair for both literature and creative writing recently remarked to me:

"I'd like to go to college and study to be an English teacher, but I am afraid that my speech is not good enough. I make mistakes in grammar, and that would never do in an English teacher."

True, Wanda, slips of speech such as you make—*like* for *as if, can't hardly, you was,* and an occasional *went* for *gone* are anathema for the teacher of English, or in fact for the teacher of any subject or any grade. Yet the influence of home background is so strong that it is easier for Wanda to write a 1000 word theme, well organized and correct in grammar and spelling, than to speak half a dozen sentences without a technical error. I thought the matter over before I replied:

"The mere fact that you are conscious of your errors means a great deal. Two years ago, when I taught you as a freshman, your speech was much worse than it is now. If you can go on improving throughout your senior year and all the way through college, I see no reason why you can not bring your speech up to standard, even the high standard for English teachers. I'll help you all I can."

Wanda has most of the things that the embryonic English teacher needs: love of literature, ability to write well, neat appearance, pleasant voice, and good physique. Add five or six years to her age and academic training, and she should command respect in the classroom. Yet she has a dragon to conquer before she can become acceptable.

Archilee, another Shakespeare fan and prospective English instructor, has no such dragon. Her speech is usually meticulous, because she comes from a minister's home and had most of her errors corrected in childhood. She is enthusiastic, volatile, full of *joie de vivre,* where Wanda is quiet and dignified. Speechmaking and acting are fun for her. She had the lead in the senior play and won a speaking contest before an exclusive men's club, being the only girl competitor.

College will do much, of course, for both girls and will determine whether either or both of them can qualify as instructors in English. I have mentioned these two because they are opposite types who have recently sought my coun-

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cil. The only things that they have in common are good intelligence and a genuine interest in the study of English. These they have in an usual degree. For them both I prescribe years of general education, with majors in English and minors in related fields. I should like to see both of them take more composition work than the required freshman hours, from which they may both be excused in part on the basis of proficiency. In this phase of English training, teachers' colleges and normal schools are notably weak. English majors are topheavy with literature courses, whereas practically half the high school work they will teach is in grammar and composition, even the literature courses requiring some writing. Little attention is paid to basic drill in the exact phases of English taught in high school and to teaching how to teach boys and girls to spell, punctuate, and compose effectively. Many English teachers otherwise well qualified are dubious about verb forms and pronouns, unsure of the niceties of the language, and have not the rules of grammar and rhetoric at their fingertips. It does not follow that pupils in elementary and high schools should be required to learn all the fine points of grammar and diction; but certainly their teachers should know most of them.

Just as there should be a required course (or more than one) in phases of written expression which the student teacher will sometime teach, so is it even more vital that drill be given to eliminate common speech errors. The English teacher can be a purist without being stilted or ostentatious. Such a course, plus careful self-checking, could bring Wanda out of the fog and make Archilee sure of herself. "Mend your speech a little, else it may mar your fortunes," said King Lear to Cordelia. Slipshod expressions that pass unnoticed in nine-tenths of the so-called educated class are intolerable in the teacher of English, because she is supposed to set the standard and is checked on by faculty, pupils and parents alike.

There are really three brands of English spoken in the United States: vulgar English, heard among those of little education and breeding; formal English, the rather stilted speech of the upper three per cent; and English of the middle class, presenting within itself wide variation. Right on the median seem to me to hover such expressions as "like to have" (gone), "used to could," and "can't hardly." Below are "Where is he at?" "has went," "you was," and "them things." Above are split infinitives (which no one regards seriously any more), dangling participles, and *like* as a conjunction. No teacher should be so low as the median.

Once Wanda and Archilee have their speech and grammar straight, there is of course literature. I did not intend to minimize its value when I said that college courses were topheavy with it. Perhaps they will be learning all these phases of English simultaneously, as there is great opportunity for linking them all the way along. Both my prospective pedagogs will soak up literature like a sponge. In fact, they have already begun doing it, for in high school they were not satisfied until I had in a special request class given them more Shakespeare than the average college student will ever learn. Wanda will probably be content with general training, teaching the regulation courses required of most high school pupils. Archilee, with her special talents in speech and dramatics, should take training that will qualify her to teach these specialized phases of English work, to direct plays, and to prepare students for panels, radio speeches, symposiums, and contests. Both types of English teachers are badly needed, as well as a third type, the instructor in journalism. That phase is so definitely a field in itself that I shall not attempt to discuss it here.

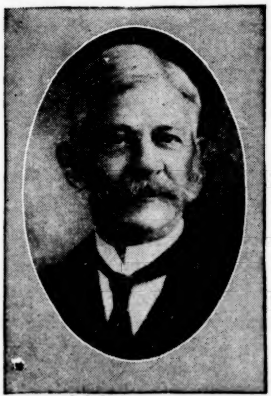
Every English major must have a minor or more than one, and here there may be wide variety. Foreign languages, preferably modern, are naturals. Perhaps the most satisfying minor, if there can be but one, is social studies. Literature can be linked with life through this subject as through no other, for both are concerned with the doings of people, past and present. Positions in small high schools often involve the teaching of both these subjects, giving a fine opportunity for correlation. Music and art, especially the former, also tie in with English. Math and science and industrial arts subjects are perhaps the least practical minors for the English major. For general background, however, the education of an English teacher should include some work in most of these fields.

Of course the English teacher must read, read, in school and out. Being well read takes more time than the prescribed sixteen years or more of academic schooling. The teacher of English never knows enough, for the field is so broad that one lifetime is too short for mastering it. This situation, however, should not discourage the would-be teacher of English. It is merely a challenge to keep on growing intellectually.

The English-teacher-to-be will also need courses in psychology that he may understand the laws of learning and the workings of the human mind. Yet no school can teach what he will need most of all — intelligent understanding of young people and sympathy and tact in dealing with them. Here experience is of more value than book lore, but both are desirable.

To academic preparation may later be added study and travel in the British Isles and the Continent. France and Italy are particularly rich in associations dear to the hearts of students of literature, languages, and history.

AMERICAN TEXTBOOK PUBLISHERS



representing 85 per cent of the textbook publishing companies are reported in the newspapers of October 5, 1946, to estimate that books produced in 1946 would fall short of requirements by 3 to 4 million books.

That 1946 shortage was the result of many factors

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Professional organizations, local, state, and national, and extracurricular activities of various kinds help to keep the teacher of English from retiring to an ivory tower and offer opportunities for service. The danger for the capable teacher is that he may become involved in too many rather than too few.

To training therefore should be added experience; to experience, travel "in the realms of gold"; to travel, participation in professional activities with a good hobby thrown in for full measure. Most of all is the need of an understanding heart, for if the aspirant has this from the beginning, all these other things may with industry be added unto him.

ANY INSURANCE TODAY?

N. BRYLLION FAGIN

THIS morning I received a telephone call from a man who wanted to talk life insurance to me, and although I am carrying all the insurance I can afford to pay for, I told the man that I would be delighted to see him. I have now seen the man—and have bought additional insurance.

But this story is not about insurance. I think that I am writing about education, or, to be more specific, higher education in America. And yet, now that I have seen and talked with the man, I wonder.

Almost twenty years ago when I began my teaching career, it was this man who gave me my first position, an instructorship. He was then the dean of a college. I remember our first interview. I walked into the Dean's office, nervous, anxious, trembling. In two minutes I was at ease. The tall man with the kind, handsome face made me forget my young awkwardness and anxiety. He was dignified and rather formal; he confined his conversation to a series of shrewd questions about my educational training and experience; and yet I soon felt the inner warmth and probity of the man. And in the two years that I worked under him I became convinced that my first impression had been justified.

He was forty-eight years old at the time, and he was building a new college which the state legislators had recently voted to add to the university. He had an excellent education, holding two degrees from famous universities, and he was enthusiastic over the job which had been entrusted to him. In two years he had attracted a faculty of competent men and a student body of several hundred. The college was growing; the faculty respected their dean, and the students approved of both the dean and the faculty.

Then, without the slightest warning, the college was "reorganized." The university proper is located in a rural community, while the college was part of the professional school located in a large city. I never was quite clear about the jealousies and politics that raged between the two branches of the university. But when our dean received a communication from the president informing him that our college would be reorganized at the end of the year, he shared his disappointment and anger with his faculty. This was his way of fighting back.

I remember that faculty meeting. The dean read to us the communication. A new dean had already been appointed; our dean was given the choice of becoming his successor's assistant or accepting a professorship in his own field of study. The stated reason for the change was the deficit the college was showing for the second year of its existence. "But," said the dean, "our deficit is much smaller than it was last year; if the enrollment continues to increase next year, we would show a profit. The only economy I could have resorted to was to cut salaries; I preferred not to. I wanted good men, and good men deserve decent salaries."

Nothing came of his fight. We talked of drawing up a protest, but only a few were willing or daring enough to sign it. Our dean resigned, and with him several of his men. The rest preferred—perhaps because they had no other choice—to work for the new dean.

This morning this former educator and I talked insurance. He is now nearing seventy. He is still tall and straight, although his hair is almost white. There is no sign of defeat about him. There was nothing apologetic about his coming to me. "I have sold a good deal of insurance to college teachers," he said, with a twinkle of pride. "Educators need insurance."

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I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS

A Job for School People, A Job for All the People

THE consensus of the minds of America is that the mess the world finds itself in is almost entirely due to selfishness. Serving self-interest rather than rendering service for others is the guiding principle of individuals and groups in business, industry, politics, government and education. This is the opinion of leading men and women throughout the length and breadth of the country. It applies not only to conditions in the United States and the relationships of individuals and groups here but also to international relationships the world over.

Voices crying in the wilderness of misunderstandings, animosities and greed, both national and international, have said and are saying that if civilization is to be saved from destruction the nations must recognize the principle of one world or none. The national leaders of the great powers must place world security and the welfare of the small nations above the strictly national aspirations of their own governments.

And in our own national affairs, selfish sectionalism and its maneuvering for special preferment in Washington must give way to the greater good for the country as a whole. "One nation" must become a reality. In all this the individual too, has a part to perform because the nation is made up of individuals. Selfishness and greed must give way to a desire to promote the general welfare. There must be a recognition of the desires and needs of others. There must be developed the practice of kindness, good will and charitableness. All of us know that these things are so.

In Big Town it was the Christmas Season, 1946. The spirit of Christmas was abroad in the streets and in the hearts of most of the people. Strangers met and smiled in greeting when pushed and jostled in the hurrying crowd. Even the very poor felt the difference. This was the season of good will, love, unselfishness and Faith, Hope and Charity. On the Bowery a successful "little business" man gave away something like $1500 in bills to down and out men on the streets. He was held at Bellevue Hospital for observation.

XUM

HEAT AND SERVE

JOHN H. TREANOR
Francis Parkman School
Jamaica Plain, Massachusetts

TIME was when the preparation of food for human consumption engaged the skill and interest of housewives, foods schools, women's magazines, market-men, and grandmothers. A kitchen, in the home, was a capacious room, complete with ample stove, refrigerator, tables, chairs, a clock with an iron gong, all kinds of utensils and gadgets, and a comfortable cat waiting in "patient expectation." It was a pleasant, sunny, sweet-smelling place, in which mothers took a mighty pride and where children liked to linger. Even more than the parlor, it was the real "living" room of the home.

I got thinking about these things the other day when I happened to overhear a cooking teacher (or a foods instructor, in contemporary parlance) as she was scolding one of her pupils for some culinary misdemeanor.

"What would your mother do in a case like this?" asked the teacher, referring evidently to some commonplace procedure in getting a meal.

"She'd use a can-opener!" replied the modern miss.

Which led me to think how times have changed in the way the family food is prepared, and there flashed through my mind a handy slogan—"Heat and Serve." With a little reflection, anyone can see the trend: food today (prepared in advance by better cooks than most homes can boast of) is either frozen or canned. And the busy housewife can get an entire meal out of a couple of packages and a tin can or two. "Heat and Serve," and father and the two children wax strong and healthy, mother is saved plenty of labor, and the giant packing houses grow bigger and bigger.

Then I began to think about the teaching of English. No small part of the program concerns letter-writing and the skill at composition that goes with it. And I thought, "English teachers are wasting time on these things. For like that cooking business, English ought to have the same slogan —'Heat and Serve'."

In every city and town in the United States there are public schools. There are also drug stores, variety stores, gift shops and a dozen other kinds of establishment. In the schools, pupils learn all about letters—the form, what to say, and how to say it. If grannie is sick, a bright little note, with lavender shadows, is proper. If Billy is being graduated at long last, an apt paragraph or two is indicated. If Mazie has a birthday, well, here's the way to say it.

But, heavens, what a waste of pedagogic time! Does Tim or Betsy or Aunt Tillie or grandpa sit down and pen that decent little missive? Not while he or she can walk or ride! Down to the corner store, and there in discreet banks of unsullied whiteness, rest hundreds and thousands of "cards." Cards for dear Uncles, loving Aunts, the Mother-in-law (did I miss the one for father-in-law?) brides, bridesmaids, ushers: for all stages of sickness, real or imaginary, for short convalescences and pleasant long ones. Cards for your first birthday, second, third, fourth, fifth, etc. Cards for being twenty-one, for being confirmed, for getting promoted, or a new job, or a new boy-friend. Cards for Hallowe'en, Washington's Birthday, etc. And, oh golly, cards for Chrismas by the million.

So you buy a card, and "Heat and Serve"! The store supplies everything at a nominal fee—pen, ink, stamps, sentiments. All you need is the ability to write an address and sign your name. Is Uncle Johnny in extremis? This cheerful little special (No. S 4890 C) will positively do your unpleasant duty. Has somebody's father suddenly up and died? No. 6009, with that too, too beautiful quatrain is just the thing. For an expression of your heartfelt sympathy when the neighbor's child breathes his last, we recommend this one—so dignified, entirely proper, not a word too much, yes, we sell a great many of them.

But maybe you're in a hurry. You haven't got time to rummage through rows and rows of cards. But wait, next door, please find the Western Union. "Oh, he died? Well, now, here's message No. 49. Very popular. No. 16—that's very good. Well, yes, we have others —Very well, No. 50, thirty-five cents please and where'll we send it?"

Heat and serve! That's all there is to it. For a couple of pennies, a neat little sentiment waiting to come to life. For a couple of minutes, a pre-digested message, oh impeccably written in the very best style, and giving you a warm glow of a good deed done when you drop it into the mailbox. How convenient. How in the best tradition. And how easy.

So, maybe English teachers are wasting their time, and instead of working with clumsy, indifferent letter-writers, whose efforts are never quite satisfactory, they should concentrate on other things. And in lieu of letter-writing, they can have one or two lessons on *when* to write, and leave it to the local gift shop to supply the message. For among the blizzard of cards, there must be at least one to express every last shade of feeling in the human heart. Heat and serve!

WHAT'S AHEAD IN ELEMENTARY EDUCATION?

PHYLLIS M. EDWARDS
Principal, Lincoln School
Easton, Pennsylvania

IN THINKING of the future for elementary schools, the idealist would like to envision America's children of every race, creed and culture having access to the kind of education which has always been the dream of teachers.

To make this dream a reality, all our schools, and not just some of them, must place their emphasis on the quality of living that goes on under their jurisdiction. Subject-matter lines will give way to the *needs of children.* All teachers will realize that learning is a continuous process and that the child learns best that which makes sense to him.

In order that learning may be meaningful, we, as teachers, shall have to start at the other end of the scale from the verbalistic or linguistic approach which still prevails in many classrooms. We tend to deal with materials in the abstract; the child gets lost in the forest of words and cannot see the woods for the trees. To prevent this plight, we shall need a clear understanding of the direction in which learning moves.

Real learning comes best from *real life situations.* The clearest way to teach about a cow is not from looking at a milk-bottle but to see the cow. With our common procedure of having pupils erect a barn with building blocks, expecting thereby to teach all about the farm, it is little wonder that one of our first graders on a recent field-trip to a dairy, asked, in all seriousness, to see the "chocolate milk cow."

With full realization that even in the school of tomorrow, we shall be unable to create opportunities for actual living of all desired experiences, the next best approach is *observation.* We cannot always go to a dairy; we cannot bring a cow to school; but pupils may see cows in pastures, or even in stables. Perhaps some pupils may be able to take a trip to the coutry during vacation and experience a bit of farm life. At any rate, the children are trained to notice as much as possible, and to interpret their observations in personal terms.

Not to depend upon observation alone, the school of the future will make all possible use of *realia* in learning. In the absence of the cow, we may bring in an exhibit of dairy products and all possible visual aids. The Chinese added to the appreciation of education by sight when they said that one picture is worth ten thousand words. However, pictures are not as good as models or actual products, but they are important, nontheless, especially when thrown on a screen where close attention may be focused upon these pictures. In passing, let it be said that the practice of projecting pictures while other pictures are being passed around the room is a most disconcerting way to exhibit such things.

Nor will future schoolrooms be always content with models and symbols; they will call upon people in the community to come into the classroom and share with the boys and girls some of their working problems. Thus the children will obtain a broader concept—they will realize why the price of milk must be raised four cents

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a quart and that the milk which they drink daily is produced not only by an animal but by human effort as well.

After the pupils shall have seen the *specific evidence,* they are ready to assume the highest attainment, that of using words on the level of their understanding. It may be reading from a book; it may be written or oral composition; it may be to work with cyphers; or it may be just reporting to Mother, "Gee, I'm happy—I really learned something today."

To create learning situations in the elementary school of tomorrow implies that teachers shall *know* children, both mentally and physically. We study psychology and tend to forget the physical aspects. Perhaps a teacher isn't completely ready to guide instruction unless she knows more about human anatomy than most of us do at present. The matter of child development is so intricate that lack of understanding may result in untold actual damage.

We must realize that variations in child behavior are due to emotional and social forces as well as to physiology. The excellent school of the future will glorify the individual and insist that we shall know how to deal with children as they actually *are,* not as adults might like to pattern them. Good teachers are not waiting—they are already making their classrooms into "schools of the future." Superior teachers do not require the ideal situation ready-made for them—they create it.

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Pupil-Teacher Participation

JEWEL M. SUMNER

EVEN a mediocre teacher could see that my class of 33 tenth-grade English students were fast sliding into a coma. The group had been working on a unit in paragraph development, their immediate problem being to learn how to write a compelling topic sentence. The teacher's immediate problem was to find a pulmotor! The period bell was thirty minutes in the future. No hope from that source. Frantically I groped for a restorative!

"How would you like to have a contest?" I asked cautiously. "I have here a dime that I found on the way to school this morning. To locate the owner would be next to impossible. What do you say to offering the coin as a prize? It goes to the student who, in your opinion, writes the best opening sentence using the last topic in our assignment—*The Nile River*."

The reaction was positive. Thirty-three faces came alive. I laid my dime on the table. Martha, lounging in the next seat, straightened up and tossed in a nickel. And then, while I struggled with my pedagogical misgivings, an epidemic of donations swept across the room, leaving a sizable jackpot deposited on my desk. Beside the desk stood an apprehensive school ma'am, clutching at her pale hope that this might be one of those occasions when "a man must sometimes rise above principle."

In a twinkle our classroom was abandoned. Its every occupant was to be found somewhere-on-the-Nile. There eager pencils, restrained only by vigilant erasers, speeded to capture in words each raw, youthful impression.

After eight minutes I called time and instructed my young scribes to pass in their manuscripts unsigned. I gave each paper a number, and then proceeded to read its contents aloud for class evaluation. Evidently the youngsters had caught the Nile at flood tide, for she had divulged herself with reckless abandon. The teacher was forced to lean heavily upon her long experience in maintaining a starched countenance.

When the last of the potpourri of sentences had been appraised, a breathless tabulation of scores ensued. . . . The winner? . . . Sentence No. 12!

Despite the insistent clang of the period gong, my 32 good sports gave a hand to young Teddy Ross, who had risen to acknowledge Sentence No. 12 as his offspring.

"Gee, Mrs. Summer," beamed the lad as he came forward to accept the jackpot, "you should have got in on this. Why didn't you write a sentence and slip it in with ours?"

. . . "I did!" confessed the teacher.

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ACROSS THE OFFICE DESK

"We Want Bobby to Be Happy"

JAMES N. EMERY

"BOBBY couldn't eat any lunch this noon. He just sat and cried—and cried. Last night he was so happy about going to school for the first time—and he was so disappointed this noon when he came home—"

Mrs. Robbins is suave and courteous—but persistent. Bobby has been in school a day and a half to date—this is the afternoon of his second day. Mrs. Robbins' main concern is that Bobby shall be happy in his school life.

Naturally that trait in a parent is a most commendable one. We want Bobby to be happy, too—want him to get and keep a pleasant impression of school during his stay with us. A happy and contented frame of mind is a very desirable state, whether it be a youngster learning his words and phrases, or the cows that give canned milk. But there will be occasions in Bobby's school life and his later life as well when his contentment will be rudely jarred.

We were swamped, that opening day of school, with an unexpectedly large registration in the first grades — a registration that taxed the capacities of the rooms. It required a hasty conference with the main office, and the opening the next day of an additional room to relieve the excessive teaching load on the teachers of that grade. It so happened that Bobby was one of those transferred on the morning of the second day to equalize the enrollment.

It happened that the new first grade teacher was a real addition to the force—a teacher of some experience and pleasant personality, and neither Bobby nor the twenty-nine others reassigned to that new room could be expected to suffer in the slightest from the change. Mrs. Robbins hadn't taken the trouble to meet the new teacher—and her acquaintance with the original one was limited to a few moments that first morning. But Bobby's childish mind was upset by the idea of being sent to another room — so immediately after lunch Mrs. Robbins made a beeline to the principal's office to register her protest, and to insist that Bobby be put back in the room in which he was originally registered.

"I haven't a doubt that Miss J. is an excellent teacher, and very nice. But Bobby doesn't want to be moved—and we do want him to be happy—"

Tactfully as I can, I suggest that Bobby is due for a good many disappointments in the days to come, not only during his school life, but in his relations with the world. He can't always have his own way, or take the path which looks rosiest. If Mrs. Robins is always to be influenced by the whim of a six-year-old, she is storing up grief in the future, not only for herself, but for Bobby. And Bobby's insistence on being with a teacher whom he has known only one day, an insistence that means more or less juggling the lists and changing some one else besides our young hopeful, is putting an undue importance on something that is pretty trivial.

Bobby would probably have been perfectly contented to stay in his new surroundings by the next morning, would have forgotten all about the weeps in which he indulged so copiously, and would doubtless have done ample justice to the excellent lunch his mother had prepared.

It's not the more or less routine matter of the particular classroom to which young Master Robbins happens to be assigned which is the important point. He might just as well be in Room 10 as Room 14A. But Mrs. Robbins' mistake is that of catering to and playing up to every whim of her little man—an indication of what lies ahead in the youngster's future years. Bobby is clever enough to realize that if he stages a pathetic act, if his desires are crossed, he'll get what he wants. It doesn't take him long to learn that.

Well, we've had two pretty trying days in the office, those days of opening a big school. Mrs. Robbins just won't be convinced—so what's the use? Against our better judgment we arrange for the transfer papers. Might just as well make young Robert—and his mother—happy, if that will help any. Mrs. Robbins beams as she leaves with Robert in tow—she has gained her point. But her last query, as she leaves, stricken with a sudden qualm, and perhaps beginning to be a little less sure of the wisdom of her course is:

"I wonder if I'm doing right?"

No, Mrs. Robbins, I don't think you are.

Some day, when Robert turns on the tear-fountains and pushes away his lunch because he can't have what he wants—well, you'll have to steel yourself to say "No."

And the longer you put it off—the harder it's going to be for Bobby—and yourself.

San Diego's "Refit" Classes

MILDRED ROCK

As MARIE entered the classroom, one glance showed that her classmates were already in their seats. She would have to hurry to be ready when the bell rang. As she released the door, a sudden breeze caught it and slammed it shut with a bang. Quickly she whirled around, went out into the hall, and re-entered, closing the door carefully and quietly behind her. No one would have corrected her, but Marie was not content to make a sloppy entrance.

It was difficult to recognize this girl as the same one who had been sullen and defiant when her teacher had quietly corrected her manners earlier in the year. Her whole expression had changed. The wild look had gone from her eyes; the firm jaw had lost its belligerent lines. Her whole personality exuded confidence and good will.

Marie is only one example of the striking change in character and personality experienced by many of the children in the adjustment classes in our secondary schools. These children are selected because they find it impossible to fit into the normal classroom. They are usually retarded educationally and are frequently unstable emotionally. They are the product of the unsettled conditions around them. Illness and poor health habits are common. Repeated failure has left them defeated or has caused them to build up a thick wall of defenses. They tend to be either too retiring or too aggressive.

Little by little the teacher helps these children improve their skills and gain self-confidence. Each child is given work he can do, and his special abilities are developed. He likes to help give radio plays over the public address system or read into the mirrorphone, and he will practice arduously to correct the errors he detects. He knows when he has done well. The squared shoulders and the lifted chin may mean the end of a fear so intense that it has blocked the mind and made learning impossible.

It is difficult to say what is most important in this process of development. Sometimes the child's whole personality changes as his skills improve; at other times learning is possible only after emotional security has been established. Usually the change is very gradual, with frequent regressions, but occasionally these children improve as rapidly as a grade per month.

The adjustment class is small in order to permit individualized instruction. The teacher studies each child closely to find the root of his trouble. In this class he has the opportunity to correct his difficul-

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ties without the feeling of constant failure and frustration which he faces in the regular classroom.

Where adjustment classes are offered as an opportunity for success, not as a punishment for failure, pupils are glad to enroll. A certain comradeship comes from knowing they are all there for similar reasons. Where these classes were established last year, there is now a waiting list of children who want this chance for success.

The effects of this training are noticed outside the adjustment classroom too. With the feeling of security in one situation, the child is able to improve his conduct throughout the school. Truancies and court cases become negligible. Last year one girl who had been the despair of all her teachers even decided to take part in student body affairs. She is now a reliable, responsible citizen. Parents frequently remark that the child is a new person at home. Our adjustment classes are truly helping children find themselves in a very muddled world.

— *Reprinted from Curriculum Digest, San Diego City Schools.*

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JOSEPH STAPLES

WHEN Phillips Academy's adult education program, called the Andover Evening Study Program for Adults, was first opened in 1935, about 250 people from the Andover community and nearby cities and towns were in attendance. Since that time, despite the fact that the program was suspended for three years during the war, courses have been given to over 3000 people.

Classes are conducted for the most part by members of the Phillips Academy faculty and are held in Academy buildings, with some courses conducted by members of other schools nearby. From the very first, the program has been truly a community project, depending on a spirit of cooperation and good will on the part of all participating.

A small fee has been charged; $2.00 for registration and $1.00 for each course taken, but no one has ever been turned away because of lack of money to pay these fees. Since those who teach these courses serve without pay and Phillips Academy furnishes the classrooms rent free, the directors of the program in the past nine years have been able to give over $4000 from its fees to charitable institutions in Andover and neighboring towns.

Held on weekday evenings during the past fall term, the courses covered a broad range of studies, from such abstract titles as *Poetry for Men and Women*, to *Square Dancing*. Among the most popular were courses in history and current affairs, such as *The Story of Russia, Latin America and the Peace* and a discussion group on current problems. In addition to these, courses on Greek civilization, Bible, modern art and symphonic music were offered in 1946.

Enrollment in the program now is over 500, and it is expected that it will be even larger in 1947.

SOUNDS LOGICAL

Pat, a truck driver, stopped suddenly on the highway. The car behind crashed into the truck and its owner sued the Irishman.

"Why didn't you hold out your hand?" the judge asked Pat.

"Well," he said indignantly, "if he couldn't see the truck, how in hivin's name could he see my hand?"

WINSTON FLASHES

MARCH of 1866 had *two* full moons; so did January of the same year, yet February had none. All of which adds up to a phenomenon that will not occur again for approximately 2,500,000 years.

EASY GROWTH IN READING, Star Edition, now on press, retains the famous stimulating content and adds new stories, poems, and illustrations.

MARCH birthday roster includes four presidents. Can you fill in their real names? "Old Hickory" (   ) was born on the 15th; "The Father of Our Constitution" (   ) on the 16th; "The Veto President" (   ) on the 18th; and "Tippecanoe and (   ), too" on the 29th.

EXPERIENCED teachers claim division is the most difficult process in arithmetic. Scientific, expert, meaningful treatment in ARITHMETIC WE USE facilitates both teaching and learning of division.

IGNOBLE beginning—"Hail Columbia," song of patriotism, originally was written for a vaudeville act.

VALUABLE complement to the dictionary is a workbook to help pupils develop specific dictionary skills. Have you seen USING THE DICTIONARY, a workbook for use with THE WINSTON DICTIONARY FOR SCHOOLS or with any dictionary?

LARGEST lake entirely within the U. S. is Lake Michigan.

RENOWNED Bible scholar and author, Dr. Edgar J. Goodspeed, in his new book, HOW TO READ THE BIBLE, shows how the Bible may be fascinating reading for laymen as well as for clergymen.

LITERATE Iowa—99.2% of 2½ million population is the highest rate of all states.

RAPIDLY becoming as popular as LASSIE COME HOME is a new dog story, BONNY'S BOY, by F. E. Rechnitzer.

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The News Digest

OF EDUCATION IN ACTION

Experts to Probe Higher Education Needs

WASHINGTON.—Five educators have been appointed as consultants to special subcommittees of the President's Commission on Higher Education.

The consultants will assist in preparing reports on critical problems facing both private and public educational institutions.

These are the consultants and the committees with which they will cooperate:

Dr. Ordway Tead, chairman of the Board of Higher Education of New York City, subcommittee on Ways and Means of Providing Higher Educational Opportunity to All.

Dr. Newton Edwards, Professor of Education, University of Chicago, subcommittee on the Responsibilities of Higher Education in Our Democracy and in International Affairs.

Dr. L. D. Haskew, Professor of Education and Director of Teacher Education, Emory University and Agnes Scott College, subcommittee on Providing Personnel for Higher Education.

Dr. James E. Allen, director of the Bureau of School Service of Syracuse University, subcommittee on Financing Higher Education.

Dr. Fred J. Kelly, former chief, United States Office of Education, subcommittee on the Organization and Expansion of Higher Education.

Dr. Kelly and Dr. Tead are members of the President's commission.

Teachers in Nineteen Cities Receive Salary Boosts

CHICAGO, ILLINOIS. — The Municipal Finance Officers Association here, drawing on figures from the National Education Association, reports that at least 19 large cities have granted higher pay to teachers. Annual gains granted on or before January 1 range from $150 in Cleveland, Ohio to $450 in Washington, D. C., above 1946 rates. The boost in San Francisco was $420 and in Toledo $440.

In Dayton, Ohio, the single-salary schedule raises minimum rates from $1,341 to $1,700. In Cleveland, the minimum is now $1,800.

The increase in Washington is a temporary adjustment pending further revision.

Philadelphia has adopted a single-salary schedule, granting increases of at least $350 to all teachers, with higher rates depending on educational background. Teachers with masters degrees may now draw a maximum of $4000. To ease the shortage of instructors, the Board of Education has suspended retirement rules for those reaching 66 and has also set aside some of the basic requirements for entrance into the system.

Chicago has just avoided what might have been a city-wide strike, initiated by a walkout of men high school teachers, by partially meeting pay demands and promising an attempt to grant another boost later.

New York City teachers were granted a temporary $300 a year advance at a special meeting of the Board of Education. Although the increase was retroactive to January 1, teachers received the first installment on checks distributed at the end of February. Teachers' leaders, while accepting the rise as a stop-gap measure, announced their intention of continuing their campaign for a permanent $1050 increase over 1928 rates.

Observers in Chicago believe that increases throughout the country have come largely as a result of public pressure rather than from organized teacher action, though credit is given to the NEA, American Federation of Teachers and such local groups as the Citizens School Committee here.

State Hunts Jobs For H. S. Graduates

PHILADELPHIA.—In an effort to aid the new graduates, a special job service is being instituted under an arrangement between the Philadelphia Board of Education and the Pennsylvania State Employment Service.

The P.S.E.S. already has compiled a list of approximately 450 openings in 30 different types of work.

Only 5 per cent of the jobs available are for boys, however, while 47 per cent of this month's graduates are boys.

Under the job service plan, students may register with the P.S.E.S. either at its offices or by application forms furnished by the schools. Students needing employment guidance will get the help of P.S.E.S. counselors.

At the same time, 30 P.S.E.S. representatives have been sent into the fields of business and industry to develop further job opportunities, especially for boys.

William D. Galloway, Jr., District Manager here for the P.S.E.S., pointed out that high school graduates now face the competition of veterans, who receive preference in many jobs that the newly graduated students will seek.

Film Making Contest Open to High Schools

NEW YORK. — The American Museum of Natural History will award an "Oscar" to the best film made and planned by school pupils during 1948.

The competition is open to all junior and senior high schools in the United States. The five best films selected by the judges will be shown at the meeting of the Audio Visual Aids Institute next January.

For entry blanks and information, write to Dr. Grace F. Ramsey, The American Museum of Natural History, Central Park West at 79th Street, New York 24.

More Truthful Treatment Of U.S. History Sought

WASHINGTON, D. C.—A program for the improvement of American History teaching will be the subject of the seventeenth annual yearbook of the National Council for Social Studies. In "The Study and Teaching of American History," social studies leaders will point to the necessity of retaining American history as a separate school subject, with greater emphasis on the development of critical thinking and democratic attitudes.

To further the teaching of world citizenship, historians are urged to eliminate misconceptions now found in history books, to distinguish between fact and folklore, and to foster an understanding and appreciation of other peoples. Greater stress on the interaction of the history of the United States and that of other nations is recommended, as well as a review of what is being taught about such other countries as Spain, England and the Far East. To provide a more adequate treatment of the Latin American countries, the educators propose the development of a course in the history of the Americas at the high school level.

Because poor teaching now constitutes a serious obstacle to the world approach to history, the yearbook cites the need for better graduate and undergraduate training, higher certification standards, and more adequate in-service programs.

In the field of classroom practices, the authors endorse group planning, lively discussion and broad participation by all members of the class. Greater use of audio-visual aids is favored. The fusion of history with American literature and arts is suggested as another means of increasing interest. In cooperation with science teachers, American history instructors are asked to concern themselves with the social and historical implications of scientific achievement.

More careful planning of history courses from the elementary grades through junior high school and less repetition in the high school of ground covered earlier seem imperative.

The yearbook, edited by Professor Richard E. Thursfield of Johns Hopkins University is scheduled for publication within the next few weeks.

Students Multlipied; Guidance Better Done

MINNEAPOLIS. — Although the enrollment at the University of Minnesota rose from 11,000 in 1945 to 27,000 last fall, the members of the two lower classes report that the faculty counseling program for freshmen and sophomores this term has been more effective than ever before.

They found great value, according to a survey, in the opportunity to discuss personal problems, learn new study methods, and meet their faculty advisers informally.

School Patrol Bags Big Offenders

HOLDREGE, NEB.—Members of the High School Junior Safety Patrol, stationed at various intersections between the business district and the High School, give student drivers a clean slate as far as speeding or reckless driving is concerned.

Thus far, the only violations of traffic laws reported have been against the Country Sheriff, the Chief of Police, the Fire Chief, and a local doctor, who is a member of the School Board.

Yale Head Cites Faculty Recruiting Problem

NEW HAVEN, CONN. — Probably the gravest problem facing the educational institutions of the country is the task of recruiting first rate faculties, according to Dr. Charles Seymour, President of Yale University.

Dr. Seymour said the shortage in college instructors is not confined to any current emergency but is a situation whose long-range phase is "even more important."

"At the moment," said Dr. Seymour, "Yale, like other universities, is feverishly in search of enough reasonably qualified teachers to instruct the great mass of students for whom we shall find ourselves responsible . . . We must not permit inferior teachers or scholars to fasten upon us and secure permanence.

"Methods must be devised for recruiting our able young men, as they leave college, for graduate training in preparation for a teaching career."

He predicted the effort would be costly, but suggested graduate fellowships with higher stipends than those now in effect.

He said he also believed it necessary to help young instructors to "carry forward their scholarly ambitions during the early years of their teaching appointment."

Yale has already begun to attack this problem, the college head reported, by giving instructors in their fifth year a salary of $3,000 and no teaching duties.

Half the World Illiterate

PARIS.—Dr. Julian Huxley, newly-elected director-general of the United Nations Educational, Scientific and Cultural Organization believes that its task of eliminating world illiteracy is "the biggest since the abolition of slavery."

The British scientist told a news conference that UNESCO would have to rely upon the press to make the people of the world realize the importance of the campaign to aid the 55 percent of the world he said was illiterate.

"It means leading one-half of the world towards something it hasn't got," he added.

Asks Children's Bill of Rights

GRAND RAPIDS, MICH. — A children's "magna charta of mental health" as the answer to what he termed the "delinquency of adults toward juveniles" was advocated by Dr. Leonard Rosenzweig, director of the Grand Valley Children's Center here.

"There would be few delinquents if we could give children the following 'rights'," he said:

1. Right to be loved with a warm, receptive and adult affection.
2. Right to be respected as an individual.
3. Right to be understood by people who will laugh with him without considering him peculiar or queer.
4. Right to have his questions answered and his doubts and curiosities allayed.

5. Right to the conviction that his physical wants will be reasonably satisfied.

6. Right to develop at his own tempo of growth.

7. Right to opportunity for development of personal responsibility.

8. Right to develop a capacity for normal emotional responses.

9. Right to actual measurement of learning ability.

10. Right to pursue periodic modern scientific determination of normal brain functions.

"Juvenile misconduct should be understood and interpreted rather than summarily punished," Dr. Rosenzweig declared.

Where to Get Material on China

A list of teaching aids on China, including free and low cost pamphlets, plays, maps and films, has just been published in the booklet "China in Your Classroom."

Those wishing to secure a copy should write to the Division of American Activities, United Service to China, Inc., 1790 Broadway, New York 19.

Dr. Jansen Chosen N. Y. C. School Head

NEW YORK.—The New York City Board of Education's 10-month, countrywide search for an educator to fill the $25,000-a-year post as Superintendent of Schools ended with the selection of Dr. William Jansen, Assistant Superintendent, who started his career in the school system as a substitute teacher.

Dr. Jansen will succeed Dr. John E. Wade, who reaches the compulsory retirement age of 70 on Aug. 13. He will assume his duties Sept 1.

The new superintendent was chosen from a list of six candidates recommended by an advisory committee of the board. His salary equals that paid the Mayor of New York.

Three of the recommended candidates were New Yorkers presently in the school system.

The other three were Dr. Willard E Goslin, Superintendent at Minneapolis; Dr. Herold Hunt, Kansas City Superintendent, and Dr. Alexander Stoddard, Philadelphia Superintendent.

England and Denmark Invite Summer Study

A summer school for American and other overseas students will be held in Lady Margaret Hall and Somerville College, Oxford, England, from July 2 to August 13, 1947. All students, who must have a B.A. degree or its equivalent, will be required to attend a general course on "European Civilization in the 20th Century" and will take additional work in contemporary literature, philosophy or political and economic background.

The University of Birmingham will sponsor a post graduate school on "English literature from 1500-1640" at Stratford-on-Avon, England, from July 5th to August 16th.

Further information about either school may be secured by writing to Director, Institute of International Education, 2 West 45th Street, New York. Envelopes should be marked Oxford Summer School or Birmingham University Summer School.

The International Peoples' College at Elsinore, Denmark, will offer a special teachers' seminar from August 2 to 16, 1947. Tuition fees are nominal and students will have an opportunity to discuss educational improvements with teachers from England, Norway, Denmark, Sweden and Czechoslovakia.

A regular course from April 25 to July 20th will deal with cooperatives, philosophy, governmental management, social trends and languages in the countries represented. There are no special educational requirements for admission.

Write directly to Mr. Peter Manniche, Principal, The International Peoples College, Elsinore, Denmark.

Inter-American Course Held in Guatemala

LAKELAND, FLA.—In an effort to give its students a practical knowledge of Latin-American culture and to promote a better understanding of the Americas, Florida Southern College will conduct a complete summer school program in Guatemala.

Two five-week sessions will be offered, with courses in conversational Spanish, art and textiles, social psychology, botany and history, to be taught by Guatemalan Government officials and college faculty members.

Teachers Sue City Over Pay Veto

SOMERVILLE, MASS. — The drive of Somerville school teachers to obtain the $500 pay raise awarded them by the school committee last fall, but since withheld by the city, took definite shape when it was learned that an action of contract has been filed against the city by two of the teachers and a clerk in Middlesex superior court as a test case.

Arthur L. Fleming, president of the Schoolmen's Club; Miss Frances Blute, president of the School Teachers Club, and Miss Frances G. Geaton, a clerk, have asked for the money due them from the increase for the months of October and November.

In the city's answer, City Solicitor Anthony Di Cecca, maintains the city does not owe anything to the teachers because of legislation which states the school committee cannot authorize payments without the approval of the board of aldermen.

Library Hands Out Education on Discs

BALTIMORE, MARYLAND. — Baltimoreans are getting an education that is free and distinctly different. Their classrooms are their own homes, their instructors records from the Enoch Pratt Central Library.

The Pratt Library, a pioneer in the distribution of records for education and enjoyment, now boasts a collection of more than 500 instructional discs, donated by enthusiastc subscribers. Selections range from "Readings from Shakespeare" to albums of complete language courses, which have been in particular demand since the beginning of World War II.

Music lovers also may listen to records of their choice in a sound proof room. Laborers, scholars and white collar workers mingle in this music room to enjoy the 2500 discs in that department.

New York Times Figures Bare Education Crisis

Concluding a six months' survey of city and rural schools throughout the United States, Benjamin Fine, education editor of the New York Times writes a series of articles that should awaken a complacent public to the serious crisis that has developed from the general assumption that the teachers can take it and the schools look out for themselves. Here in brief, cold figures, is what the Times investigation brought to light.

1. Three hundred and fifty thousand teachers have left the American public schools since 1940.
2. One hundred and twenty-five thousand teachers, or one out of every seven in the profession, are serving on an emergency or sub-standard certificate.
3. Seventy thousand teaching positions are unfilled because of the inability of communities to get the necessary teachers.
4. Sixty thousand teachers in the United States have a high school education or less.
5. Twenty percent of all teachers, or 175,000, are new to their jobs each year—twice the turnover that existed before the war.
6. Classroom teachers get an average of $37 a week today. Two hundred thousand get less than $25 weekly.
7. Fewer students are entering the teaching profession than in the past. Twenty-two percent of all college students attended teachers' colleges in 1920; today 7 percent attend.
8. Veterans do not want to prepare to teach. Only 20,000 of the 1,000,000 veterans in American colleges and universities are in teachers' colleges.
9. Six thousand schools will be closed because of lack of teachers; 75,000 children will have no schooling during the year.
10. Two million children will suffer a major impairment in their schooling because of poor teachers.
11. Five million children will receive an inferior education this year because of the inadequate teacher supply.
12. Only 50 percent of the teachers employed in 1940-41 are still teaching today.
13. The average teacher in the United States today has had one year less education than she had in 1939.
14. Fifty thousand men have left the teaching profession since 1940, and are not coming back. Only 15 percent of all elementary and high school teachers are men.
15. Twelve major school strikes have taken place since September—and many more are being threatened.
16. The morale of the teachers has dropped to a new low.
17. Fifty-six percent of the teachers of this country do not have tenure protection.
18. The United States spends 1.5 percent of its national income for its schools. Great Britain spends an estimated 3 percent; the Soviet Union spends 7.5 percent.
19. Appalling educational inequalities exist throughout the nation. Top schools spend $6,000 per classroom unit, bottom ones spend $100. The national average is $1,600.
20. School buildings are in a deplorable state all over the nation. Nearly five billion dollars will be needed to bring the educational plants into good condition.

Buffalo Strike Ends in Compromise

BUFFALO, N. Y.—A strike of 2400 public school teachers ended here on March 3, after closing nearly all the city's schools for a week. The teachers had demanded an across the board increase of $1025 in annual salary. They settled for increases of $300 to $625. The latter figure will apply to about 80 percent of the group, a spokesman for their independent union stated, as the city's offer was accepted by the council of delegates after a three hour session. The new salary schedules will not go into effect until next September. A temporary $300 cost of living raise had been granted for the remainder of this school year before the strike occurred. The salary scale which the teachers had been trying vainly to have boosted ranged from $1775 to $2575 for elementary teachers and from $2175 to $2975 for those in high schools.

Efforts of the administration to keep open some twenty of the city's 98 schools were more or less impeded by pupil absences, by boisterous behavior, and by the unwillingness of truck drivers hauling coal and food to these schools to cross picket lines. Public education in Buffalo was virtually at a standstill for five days of unscheduled vacation.

Meanwhile, the legislature over in Albany was about to take up the recommendations of Governor Dewey's special commission, calling for a state-aided salary scale starting at $2000.

Conant Receives Education Award

ATLANTIC CITY, N. J.—James Bryant Conant, Harvard University president and renowned scientist, received the 1947 American education award at the sixth general session of the 73rd annual convention of the American Association of School Administrators.

The award, a manuscript, said Dr. Conant by his encouragement "has given added strength to a growing movement for reshaping both the purposes and methods of secondary and higher education."

Curriculum Meeting Slated for Chicago

CHICAGO, ILLINOIS. — The annual meeting of the Association for Supervision and Curriculum Development, NEA, will be held March 23 through 26, 1947, at the Sherman Hotel here. Special emphasis will be given to making this meeting an actual laboratory for learning in various group processes. All educators interested in providing better school programs are invited to attend.

Down Mexico Way Parents Do Striking

TIJUANA, MEXICO. — Schools were closed here by a parents' strike against the low pay teachers receive.

Parents pulled 20,000 children out of school yesterday and said they would not send them back until teach-

William D. Reeve writes in The Mathematics Teacher:

"The *Arithmetic for Young America* series will be enjoyed by pupils everywhere. These books set a high standard both in pupil interest and in sound pedagogy. For those contemplating a change in arithmetics, this series is recommended as one that meets the specific aims and objectives of the new arithmetics."

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ers were better paid and facilities were improved.

Tijuana teachers are paid 300 pesos (about $60 a month), a spokesman said. A lack of classrooms was keeping 10,000 out of school, the parents said, adding that schools also needed sanitary improvements.

Florida Teachers Study Safe Driving

ORLANDO, FLORIDA. — Over 130 high school teachers, school administrators and Girl Scout officials of 9 Central Florida counties received instruction in how to teach driving safety in two teacher institutes held here and in Clearwater, Florida.

At the Orlando sessions, teachers reviewed the content and teaching methods of their school courses in driving and safety. A number of high school students were included in the classes at Clearwater so that they might sell the idea of safe driving to their fellow students.

All high school in Orlando and Orange County began driver education courses the following week.

San Diego Tries Work Camp Experiment

SAN DIEGO, CALIF.—A new workcamp, a school and community enterprise, began its first session at Palomar, near this city, on January 27th. Twenty-five boys, selected on a quota basis from six local high schools, comprised the first group to attend.

The main objective of the ten-day camp was to offer a worthwhile work-experience program for youth which at the same time provided the labor needed to prepare the camp for a more extensive summer session.

The January program consisted of four hours of work, three hours of study and one hour for physical education and recreation daily. During free hours, there were group discussions, hikes and trips.

Dean Sees Finish Of 'Campus Playboy'

ATLANTIC CITY, N. J.—Dr. Earl Reed Silvers, dean of men, Rutgers University believes that the "campus playboy is a legendary figure of the past."

Dr. Silvers reported that returned veterans have had a great influence on college life and that the pattern of campus activities has undergone a great change since pre-war days.

"Our students are more mature, more serious of purpose. They realize that they have been fortunate in procuring admission—hundreds of their contemporaries have been rejected because of limited facilities," Dr. Silvers declared.

"They are determined to make the most of their opportunities. Men no longer come to college to have a good time."

Pan-American Material Available for Teachers

WASHINGTON, D. C.—A number of helpful posters, manuals, program suggestions and materials on Latin American customs have been prepared for school use by the Pan-American Union.

Teachers interested in securing this material for use in observance of Pan-American Day, April 14th, should write to the Union, Office of the Counselor, Washington 6, D. C.

'We Want School,' These Pupils Shouted

COLEMAN, WIS.—A school dispute with a new twist — the teachers on strike and the kids marching with signs declaring "We want school"—had this Marinette county village in an uproar.

It started when 241 pupils arriving for morning classes discovered bulletin board signs announcing school would be dismissed at noon. They took off at once and paraded with their signs through the main street to the grocery store operated by school board president Elmer Rehaume.

The strike, involving the entire faculty of eight in both grade and high schools, resulted, the teachers said, from a notice from the school board to Principal J. E. Ullrich notifying him he would not be rehired next year except at a lower salary and then only as coach and instructor.

Arts Association Meets in Philadelphia

PHILADELPHIA, PENN. — The 38th annual convention of the Eastern Arts Association will meet here at the Benjamin Franklin Hotel, April 10, 11, 12, 1947. This year's theme is Art Education in a Free Society. The method and content of the art program for elementary and secondary schools, and the evaluation and measurement of achievement in the arts will be among the topics considered.

For information, write to Mrs. Lillian D. Sweigart, Secretary, The Eastern Arts Association, State Teachers College, Kutztown, Pennsylvania.

Exeter Lads Fear Vocational Trend

EXETER, N. H. — When Exeter Academy's faculty made Latin and Greek elective instead of compulsory, a group of students joined in protest against the change, on the grounds that it "will place the academy in the category of a vocational school." A student appeal was made to school trustees to overrule the faculty and set Exeter on "its rightful course."

Thomas Lamont, president of the trustees, responded with a letter upholding the faculty action. He expressed regret that fewer boys are now studying the classics, but said Exeter's removal of Latin and Greek from the compulsory list did not indicate an abandonment of the humanities.

'Gab Labs' Attack That Southern Drawl

DECATUR, GA.—Effective speech as a professional asset and a social responsibility is sought at informal weekly "Gab Labs" by students of Agnes Scott College in here, who cannot crowd speech electives into full schedules.

To prove that good speaking habits are as easy to develop as slang, thirty voice-conscious girls have enlisted the aid of a speech instructor for constructive criticism. One of the aims of the program is to help the students overcome exagerated southern drawls.

Vermont Seeks More Consolidation

MONTPELIER, VT. — A move for greater consolidation of Vermont's rural schools is being studied by the State Department of Education. Plans for efficient units are being made in from 20 to 30 areas, according to Carl J. Batchelder, Deputy Commissioner of Education.

Although rural schools in Vermont have been reduced in number by more than 500 in the past 23 years, Batchelder said, the State is lagging far behind other New England States in consolidation of its schools.

Grins Between Grinds

GOOD REASONING

The mother went shopping with her small son, Charles. In the store, the grocer invited Charlie to a handful of cherries but the boy seemed very backward.

"Don't you like cherries?" asked the grocer.

"Yes," said the boy.

The grocer put his hand in and dumped a generous portion into the little fellow's cap which he promptly held out. Later his mother asked him why he had not taken the cherries when first invited.

She quickly received the answer, "Cause his hand was bigger'n mine."

BUNDLED OFF

A dyeing and cleansing establishment displayed the following notice:

"Persons leaving their garments more than thirty days will be sent to Europe."

NO ONE HAD EVER TOLD HER

A sweet young thing was hired as a beginning stenographer in a large New York office and was continually late during her first week of work. One morning her boss approached her as she blew into the office, late as usual.

"You're twenty minutes late again," he said in acid tones. "Don't you know what time we start work at this office?"

"No, sir," she replied, "they're always at it when I get here."

INJURED INNOCENCE

While dressing for a children's party, Tommy was warned by his mother against coming out with any of the naughty words he seemed to think were so smart.

"I have asked Mrs. Wilson to send you straight home the minute you say a bad word."

"All right, Mother." And off he sped.

He was back in twenty minutes, and his mother hustled him off to bed for extra punishment.

Relenting after a time, she went in to talk with the young culprit.

"Now tell Mother why you were sent home."

"But I wasn't. The party wasn't today."

UNDER PRIVILEGED

"Why are you crying, little girl?"

"Boo, hoo, because my brother has holidays and I don't."

"Well, why don't you have holidays?"

"Because I don't go to school yet."

FAR SIGHTED

One day my little cousin from the city came to the farm for a visit. As we were walking down the road, I exclaimed, "There's a Jersey cow in the cornfield!"

The youngster said admiringly, "You must have good eyes to see her license plate so far away!"

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

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